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ABSTRACT

The introduction of communications studies in Australian higher education and problems and achievements of the past decade are discussed. Attention is directed to: the development of formal college coursework; staff training and retraining schemes to support development; academic and professional associations; journals in the field; and research, special projects, and other initiatives. Developments in Australian communication studies coincided with major structural changes in Australian education. In the early 1970s a number of "new" universities and a new sector were established: new colleges and institutes of advanced education, institutes of technology, and restructured agricultural colleges. Problems confronting this new field of study were associated with staffing new course developments, the debate between European and North American approaches to communication studies, and the question of whether to approach the field from a base in arts/humanities or in business studies. It is suggested that industrial demand and student interest remain strong, system-level and institutional support are increasing, and the academic infrastructure necessary to support further development is established and operating effectively. Possible future developments in the field in Australia are also addressed. A five-page reference list is appended. (SW)

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COMMUNICATION STUDIES IN AUSTRALIA:

ACHIEVEMENTS AND PROSPECTS

Paper Presented at Convention of the
International Communication Association (ICA)
Division on International and Intercultural Communication
San Francisco
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ABSTRACT

As a field of study, communication developed in Australia's "new" universities and in institutions in its new advanced education sector of higher education from the early and mid 1970's. Its establishment was a result of higher education curriculum innovation based on calls for relevance, industry demand, and student interest. Initially, the field faced formidable difficulties but these have been largely overcome and communication has become a viable and enduring, if small, part of higher education offerings in Australia. This paper reviews the early difficulties and catalogues the considerable achievements of the past decade. Attention is paid to the establishment and development of formal coursework in universities and colleges, staff training and retraining schemes to support development, academic and professional associations, academic and professional journals, and research, special projects and other initiatives. The paper concludes with an attempt to answer the question: what are the longer-term prospects for communication studies in Australia? In claiming that these prospects are encouraging, the paper argues that industry demand and student interest remain strong, system-level and institutional support is increasing, and the academic infrastructure necessary to support further development is established and operating effectively. An analysis of the possible directions of future developments in communication studies in Australia is included.

BIOGRAPHICAL DETAILS

Dr. Harry Irwin is Principal Lecturer in Communication and Chairman and Head of the Department of Communication Studies at Kuring-gai College of Advanced Education, Sydney, Australia. For 1984, he is Acting Head, School of Financial and Administrative Studies. Prior to moving to Kuring-gai in 1975 he lectured at Macquarie University. Previously he held positions as Deputy Principal and earlier as Head of Social Sciences and Commerce Departments in New South Wales high schools.

Dr. Irwin has presented papers on communication and communication education to conferences in Australia, the United States, Guam, Japan and Fiji. He has undertaken numerous communication and education consulting assignments including the introduction of communication courses at the University of the South Pacific, Fiji. He is Immediate Past President of the Australian Communication Association.

Dr. Irwin has published in Australia, the United States, the United Kingdom and Germany. His work in the fields of management education, interpersonal communication and communication competence has been published in the Australian Journal of Communication, Australian Scan: Journal of Human Communication, Australian Communication Review, Communication, The Communicator, Simulation and Games for Learning, Association for Communication Administration Bulletin, Training and Development in Australia, and through ERIC.

Nearly a decade-and-a-half ago, Crocker concluded his comprehensive review of speech education in Australia with the statement that the field was growing in strength and prestige and that "its future role, and even its future name, is a matter of fascinating speculation" (1970:20). The Australian scene is now markedly different from the one outlined by Crocker in 1970. Since then, there has been rapid and extensive development of Australian interest in the field, and speculation regarding the name has been resolved with widespread adoption of the broad communication and communication studies labels. The purpose of this paper is to survey and analyse developments that have occurred, to present a picture of the present scene, and to indicate likely future developments.

EXPANSION OF HIGHER EDUCATION OPPORTUNITY IN AUSTRALIA AND THE GROWTH OF COMMUNICATION STUDIES

Developments in Australian communication studies have been closely allied with significant structural changes in Australian higher education. Structural changes were initiated in the early 1970's at a time of rapid expansion of higher education opportunity. In that period, a number of "new" universities were established to complement the longer established ones and to offer innovative course-work, for example by interdisciplinary programs. In the same period, a new sector was established. Growing out of former teachers' colleges and some technical and agricultural colleges, this new sector comprised new colleges of advanced education, institutes of advanced education, institutes of technology, and restructured agricultural colleges.

The "binary" structure consisting of a university and an advanced education sector was intended to widen the opportunities available through higher education. The main thrust of the new advanced education sector has been to provide vocationally oriented undergraduate and graduate coursework through to graduate diploma and masters degree level. In accordance with the reasons for their establishment, and guided

by government funding priorities, new advanced education sector institutions have been responsive to industry demand and student need. They have provided, among others, a wide range of courses preparing for the human services professions in such fields as teaching, librarianship, business administration, behavioral sciences, social work, recreation, health services, nursing, visual and performing arts, the media, and law.

As new institutions not encumbered by tradition and educational inertia of the type often associated with older universities, advanced education sector institutions have become, along with the "new" universities, centres of curriculum innovation. Most of the developments in communication studies in Australia have occurred in the institutions comprising the advanced education sector of higher education and in the "new" universities.

At the beginning of the period of structural change in Australian higher education, communication studies as a field was poorly developed. Speech education was concentrated in teachers' colleges and was largely aimed at improving voice and diction. Some universities offered "service" courses in speech but these were of limited scope and short duration (Crocker, 1970: 13-14). Most speech courses were developed from British models of speech training and elocution. Studies of small group, organizational, and mass communication were virtually non-existent. For comparative purposes, and to understand the development of the field of communication in Australia, it is important to note that there existed no tradition of the type that occurred in the United States in the fields of rhetoric, public speaking, attitude change, and journalism as a basis for development.

New developments in Australia began without the turmoil that occurred at that time in the United States where new developments threatened established activity, especially in rhetoric and public speaking.

GROWTH PROBLEMS

Despite the advantages of beginning without strong opposition from established interests and of a development period coinciding with, and facilitated by, structural changes in Australian higher education, growth of interest in communication studies has not enjoyed a smooth passage. The new field of communication studies has faced a number of difficulties which have influenced the pace of its growth, the directions and forms it has taken, and the bases from which it has chosen to work. Growth problems have been associated with staffing new course developments, with being caught up in the debate between European and North American approaches to the study of communication, and with deciding whether to approach communication studies from a base in arts/humanities or business studies. Each of these growth problems deserves detailed attention.

One of the most persistent problems has been that of providing staff for developing programs in universities and colleges. While Australian universities are of first-class world standard, they have not, until recently, included advanced graduate coursework in communication (e.g. to doctoral level) among their offerings. Limited, almost non-existent, training opportunities meant that the early development of undergraduate communication courses in Australia was hampered by extreme scarcity of staff qualified in the area. Few of the staff working with Australia's initial undergraduate programs themselves had undergraduate qualifications in communication. Rather, they were qualified in a number of communication-related areas among which were included speech, English, linguistics, social sciences, education, psychology, drama, philosophy, government, behavioral sciences, management, sociology, anthropology, and journalism. The necessity to draw on the resources of people from a wide variety of backgrounds had advantages to counter the obvious drawbacks. The most notable advantage was that no one background to communication was dominant and that the opportunity existed for the developing field to be approached from cross-disciplinary perspectives.

The variety of backgrounds of those contributing to the initial development of communication studies in Australia in the 1970's ensured that the field, as it emerged, was exposed to the differing viewpoints, assumptive positions, and research methodologies then current in Europe and North America (Penman, 1982; Bonney, 1983; Irwin and More, 1983). The European viewpoint on communication studies, centred as it is on structuralism, linguistics, semiotics, and cultural studies migrated to Australia via English, linguistics, sociology and philosophy. The North American viewpoint, centred (at least as it was then) on empirical studies of communication effect, found its way to Australia through the American empirical-quantitative, variable-analytic approach to social sciences such as education and psychology and through management studies, journalism, attitude change, and media content and effect studies.

Real competition between European critical studies and North American empirical studies approaches to communication would be healthy. However, the two major positions lie relatively separate with actual competition between them being minimal. Territoriality and compartmentalization have hindered the development of comprehensive communication theory and research (Irwin, 1983a, 1984a) and the development of communication curricula which reflect both major positions. However, when the European and North American viewpoints found expression almost simultaneously in Australia in the mid 1970's, they immediately were in competition for local recognition and adoption. This competition, while basically healthy and offering the capacity for developing Australian communication studies to choose the best of both worlds in determining its own direction created, instead, confusion and animosity. While the divisions have survived, the animosity has largely been dissipated. As indicated above, suggestions have been made that Australians, learning from the competing viewpoints they imported from overseas, might develop a uniquely Australian viewpoint on communication studies. This has not yet occurred: existing programs are clearly influenced strongly by either the European or North American approaches. Dissipation of animosity has largely resulted from retreat to the safe academic haven provided by one or other of the established schools of thought. Those with allegiance to one of the two major positions appear to tolerate rather than respect the alternative position.

Associated with the dilemma of deciding between the major alternative approaches to communication studies has been the problem of where to attach them structurally within Australian institutions of higher education. Some separate Schools have been established to teach communication, but more commonly communication studies have been attached to, or allowed to grow out of, existing Schools. Where this has happened, the Schools have often been Arts/Humanities or Business Studies Schools. As a generalization, it may be said that communication coursework with European origins has become associated with an Arts/Humanities base and coursework with North American origins has become associated with a Business Studies base.

The growth problems outlined above have been added to in recent years by a worsening economic climate in Australia. In the early and mid-1970's, expansionary economic conditions facilitated the introduction and growth of communication studies and the institutions to host it. For a new field, this rapid expansion may have been too great to assure program quality, especially given staff shortages. In the worsening economic climate in Australia in recent years, higher education has been under close scrutiny and subjected to financial constraints. As a newcomer-field attempting to consolidate its position in higher education just as economic constraints were imposed, communication studies has suffered a reduction in its growth rate. While this has been a concern to those who wished to see growth escalate, it has allowed consolidation. In the longer run, restricted growth in the first half of the 1980's may come to be seen as having been of great benefit to the overall development of communication in Australia. Consolidation at this time is likely to produce a better reasoned and better organized base from which future growth can occur.

OVERCOMING THE PROBLEMS - ACHIEVEMENTS

The problems facing the development of communication studies in Australia in the 1970's and through to the present have been formidable. Yet they have been approached constructively and with a great deal of energy and considerable progress has been made in establishing the field in Australia. This section of the paper discusses activites and initiatives which have encouraged and supported recent development of the field in Australia. More specifically, this section of the paper discusses the establishment and development of:

(i) formal coursework in communication studies in universities and colleges

(ii) staff training and re-training schemes to support development

(iii) academic and professional communication associations

(iv) academic and professional journals

(v) research, special projects, and other initiatives.

(i) Formal coursework in communication studies in universities and colleges

The most obvious initiative in communication studies in Australia in recent years has been the development of formal coursework in communication in universities and colleges. Appendix A lists communication awards offered by Australian tertiary education institutions. While this section of the paper will draw attention to the significant developments that have occurred in provision of formal coursework since 1970, these developments must be kept in perspective. Those involved in the developments rightly see them as of major importance but more objective views, while recognizing the significant developments that have occurred, are mindful of the small institutional strength of Australian communication studies. The situation has been summed up, with the reminder that "a very small number of Australian tertiary institutions offer full awards or courses in communication, while the majority of communication courses are vocationally related to professional and semi-professional career paths" (Lewis, 1982: 17; see also More, 1981).

Program development has largely occurred through institutions building upon existing strengths. This process has been appropriate given the problems of staffing associated with program development and given the uncertainty about the future of communication in Australia

existing at the time initial course development occurred. At the beginning of the period of expansion in communication studies in Australia the "new" universities (e.g. Macquarie in New South Wales, Griffith in Queensland, Murdoch in Western Australia) were very new. Even so, they had established initial interests in English, linguistics, and the social sciences and this base, along with applications from these fields to mass media and mass communication, has remained a dominant influence in their development of communication programs.

During the same period of expansion of interest in communication studies, some advanced education institutions interested in the communication field were colleges or institutes of advanced education emerging from the restructuring of former teachers' colleges (e.g. Armidale, Kuring-gai, Mitchell and Riverina Colleges of Advanced Education in New South Wales, and a number of small colleges of advanced education in South Australia and Western Australia which, since recent amalgamation, operate respectively as the South Australian and Western Australian Colleges of Advanced Education). Others emerged from the restructuring of former technical colleges (e.g. New South Wales Institute of Technology, the Royal Melbourne Institute of Technology, and Warrnambool Institute of Advanced Education in Victoria, Queensland Institute of Technology and the Darling Downs Institute of Advanced Education in Queensland, and the Western Australian Institute of Technology) or from the restructuring of former agricultural colleges (e.g. Hawkesbury Agricultural College in New South Wales). The existing strengths of these institutions relevant to communication studies varied and generalizations are difficult. It is clear, however, that the existing strengths of former teachers' colleges lay in "speech" and linguistics as well as in some aspects of audio-visual production. Strengths of the institutes of technolgy, where they had any experience in communication, lay in media production and those of the agricultural colleges were very limited but in several instances lay in agricultural extension (i.e. rural communication) activities.

As these new, restructured institutions diversified their educational activities and became "multi-purpose", many developed schools of business studies/administration. A number of these new business studies

schools and programs became bases for the development of communication studies (e.g. Kuring-gai and Nepean Colleges of Advanced Education in New South Wales, Warrnambool Institute of Advanced Education in Victoria, the Queensland Institute of Technology, and the South Australian College of Advanced Education). "Business communication" has been variously interpreted in Australia across the range from business letter and report writing first made popular in the technical colleges, to fully fledged programs including disciplinary and professional training in communication (Irwin, 1978; 1980; 1981a; 1981b) together with professional training in managerial communication, organizational communication (Leipzig and More, 1982), public relations, journalism (Woolford, 1983), and organizational staff training and development. Programs covering this range of concerns reflect the diversity of interest shown in communication by business studies programs.

Other institutions, as part of their growth and diversification programs, developed arts (e.g. Darling Downs Institute of Advanced Education in Queensland), liberal arts (e.g. Mitchell College of Advanced Education in New South Wales and Canberra College of Advanced Education in the Australian Capital Territory), or humanities and social sciences (e.g. New South Wales Institute of Technology and the Royal Melbourne Institute of Technology in Victoria) schools which have been used as the bases for the development of communication studies. Development of communication studies at the Western Australian Institute of Technology has proceeded through the institute's School of English.

Thus, the main bases for the development of coursework in communication studies in Australia have been in arts, liberal arts, and social sciences/humanities schools on one hand and in schools of business studies and administration on the other. The only School of Communication in Australia is located at the relatively new Murdoch University in Western Australia. It seems likely that the teaching of communication in a school specifically established for that purpose will continue to be the rare exception rather than the rule. The dual base of arts, liberal arts, humanities and social sciences/ business studies and administration is firmly established and likely to persist.

The special case of media production education or vocational media training is also worthy of attention (Clendinning, 1983). Important mass communication programs such as those at Sydney and Macquarie Universities in New South Wales "remain organizationally separated from media production in a way which the communications oriented American universities do not" (Lewis, 1982: 17). In a few programs, such as the B.A. (Communication) program at the New South Wales Institute of Technology, media production skills in film, video, and radio are offered as majors alongside theoretical and critical studies. For the most part, however, media production education is carried out separately from mass media research and education. An early program in media production was a Diploma in Art in Film and Television offered by the Swinburne Film and Television School at Victoria's Swinburne Institute of Technology from 1966. Since 1976, Swinburne has offered a Graduate Diploma in Applied Film and Television (Evans, 1983).

The best known and most fully developed vocational media training programs are conducted by the Australian Film and Television School. A national organization, the AFTS is located in Sydney, New South Wales, adjacent to Macquarie University. The AFTS was established in 1973 (it was called the Film and Television School until 1976). As an independent statutory authority, rather than an institution in the university or advanced education sector, the AFTS also has power to grant degrees, diplomas, and certificates. The objectives of the AFTS are to provide advanced training for creative workers in film, television, radio, and audiovisual communication (Morgan, 1983; Quigley, 1983; Smith, 1983) both through an "open program" of extension shortcourses, a full-time production program, and a Graduate Diploma in Media. This latter program is unique in that students gain their AFTS qualification mainly (often fully) through credits for courses taken in universities, colleges and institutes of advanced education, and colleges of technical and further education. Approximately twenty-five institutions in five states are involved with credits for approved courses being transportable between states. By making use of courses already taught in other institutions, the

AFTS program is highly flexible. By adopting and using courses taught in a wide variety of other institutions, the AFTS graduate course complements the work of those other institutions rather than competing with them and allows fuller and more economic use of existing resources.

Returning to the discussion of formal coursework in the universities and advanced education sector institutions, it is important to note the assumptive positions they have adopted along with the research models and curriculum models with which these assumptive positions are associated.

Fiske has summarized the thrust of coursework which has developed in Australia from adoption of ideas from the European critical school of communication enquiry:

> "Communication ..... focusses itself upon understanding the production and exchange of meaning in a variety of media ..... is concerned to explore how texts interrelate with the larger social structures ..... (the) common centre ..... can be loosely defined as semiotics/ structuralism/cultural studies ..... the "founding fathers" are predictable - Saussure, Chomsky, Marx, Freud, Barthes, Levi-Strauss ..... we are concerned to understand the nature of human sign systems, and we use semiotics to study the variety of codes by which man structures meanings into his environment and which he then uses to exchange those meanings ..... the code of verbal language obviously forms an important base ..... signs and codes are, at the next level, combined into texts: and a text we would see as a structured set of codes and signs that produces a vast though organized potential of meanings ..... the range of texts stretches from the traditional definition of the term - books, films - through conversations to dress, architecture and the use of public space such as beaches or parks ..... these texts are cultural products, and so we are interested in investigating their mode of production. We ask questions about the nature of the institutions or individuals who produce them and about their relationship with other social institutions and with the distribution of power in society. By investigating who has access to the means of cultural production, and what social roles are performed by the meanings produced, we lead our students to ask not only "what meanings?" but also "whose meanings?"

> But meanings are not only produced by those who construct and distribute the texts, they are reproduced by those that receive them. The process by which "readers" construct meanings in negotiation with the text and this relationship between reader and text is one (we explore). Our study of communication, then, moves upwards from the signs and codes which are its base components, into the production, structure and reception of texts, and then (to) culture and social structure within which all communication occurs and which all communication helps to shape" (1983: 12-15)

This lengthy quotation presents a view of communication studies grounded in the Anglo-European tradition, a view uncommon (sometimes unknown) in North America. It is a view of communication which is now firmly entrenched in a number of Australian institutions, notably those which use an arts/linguistics/humanities base for approaching communication studies.

Equally well entrenched in other Australian institutions is a view of communication grounded in models originating in the United States. Here, the thrust of coursework is varied. Sometimes it takes a behaviorally-oriented, largely psychological, direction and is directed at the contextual study of communication - interpersonally, in small groups, in organizations, and through the mass media. Very little attention has been paid to intercultural communication despite the fact of Australia being a multicultural nation and despite Australia's geographical location in the "Asian realm". Where communication courses are "service courses" in vocationally oriented programs, for example in business studies, librarianship, and teacher education, they are commonly composed on pragmatic and functional lines to develop specific competencies required by the program they service. Where communication courses are central to vocational preparation, as in the cases of training journalists, public relations personnel, or those engaged in staff training and development, curriculum models originating in the United States are common. The North American view of communication has been most influential in Australia in those programs which use a business studies or administrative studies base for approaching communication studies.

(ii) Staff training and re-training schemes to support development

The difficulties associated with availability of suitably qualified staff to take advantage of the expansion opportunities offered from the mid-1970's were amongst the most serious confronting the development of communication studies in Australia. These difficulties threatened to abort the effort to establish communication studies in Australian higher education.

Just as the field of communication studies draws upon numerous other fields of study, early efforts to staff developing Australian communication studies programs drew upon people trained in a variety of disciplinary areas. These fields included speech, English, linguistics, social sciences, education, psychology, drama, philosophy, behavioral sciences, management, sociology, anthropology, and journalism and a number of other subject matter fields. More recently, many of those who were excited enough by the interest and promise of communication studies to be enticed to it from those fields have completed, or are completing, further studies in communication. To an increasing extent this academic re-training has been made possible by developments in Australian universities, several of which now offer advanced study to doctoral level in communication. With the exception of Murdoch University in Western Australia, the opportunities for advanced study have all occurred through schools in longer-established fields such as linguistics, English, drama, education, government, general studies, and management.

Staff training and re-training through advanced study at Australian universities has been complemented in a number of ways, many of which have involved contact with overseas institutions. Australian teaching staff, usually under the auspices of staff study leave (sabbatical) or professional experience programs, have visited a wide range of institutions of higher education, principally in North America and Europe. These visits have varied from short-term visits to teach, to establish contacts, to study curricula, and to engage in research to longer-term visits allowing time to read for an

advanced degree. By world standards, Australian institutions of higher education tend to be generous in terms of time allowed and financial support for study leave and this has been beneficial in that it has encouraged and permitted training and re-training in communication studies. That much of this leave has been spent in Europe and North America has led to what some see as an extreme English "colonization" and American "colonization" of Australian communication studies.

This "colonization" of Australian communication studies has been aided and abetted,and made all the more apparent,by the importation of academics from overseas. Numerous short-term and permanent appointments have occurred, again usually from Europe and North America. A number of Australian institutions have employed communication staff from overseas as visiting fellows for periods ranging from a semester to several years. Fellows employed in this way have directly and indirectly assisted in staff development and have often been hired for this specific purpose (Irwin, 1984b). A recent notable characteristic of staffing practice has been the filling of a number of senior academic positions in communication studies with permanent or long fixed-term appointments from overseas. Again, European and North American sources have dominated.

In addition to the assistance to staff development of the further training and re-training type which has accrued from the appointment from overseas of visiting or permanent staff, program and staff development programs have benefited from visits by overseas academics able to engage in lecture tours. While some of these visits have been privately arranged, the majority have had institutional (sometimes multi-institutional) sponsorship with financial support from international organizations such as the Council for International Exchange of Scholars (Fulbright Senior Scholar Award Scheme) and the British Council. The Australian Communication Association and the Australian and New Zealand Association for the Advancement of Science have also sponsored visits by overseas academics.

(iii) Academic and professional communication associations

A Conference on Interpersonal and Mass Communication convened by Bill Bonney at the New South Wales Institute of Technology in 1976 was the first real effort to gather together those participating in the embryo growth of communication in Australia to exchange ideas. Papers presented at the conference represented a wide range of topics and themes (Bonney, 1977). Among the papers presented was one by Galloway (1977), who demonstrated that, while no formal communication association existed at that time, an informal but developing "invisible college" of those concerned with the new communication studies was functioning.

The year 1976 was significant for another reason. That year, at its 47th Congress held at the University of Tasmania, the prestigious Australian and New Zealand Association for the Advancement of Science (ANZAAS) [1] trialled a new "section" - Section 33 : Communication. Following the success of this trial, Section 33 : Communication has been featured each year at subsequent congresses and is now well established. From an earlier interest in technical communications and telecommunications, the section has now broadened to encompass interest in information science, communication law, interpersonal communication, organizational communication including public relations, and mass media. The communication section at the 1984 Congress in Canberra involved a program divided into sessions on communication and the limits of understanding, language: uses and limitations, communications technology, media: roles, regulation and responsibility, and communication and technological change. Membership of Section 33 : Communication is through general membership of ANZAAS. The sole activity of Section 33 : Communication is the annual congress program. On some occasions, selected papers from Section 33 : Communication have been published as Proceedings (Davis, 1977, 1979; ANZAAS, 1980, 1983). [2]

The New South Wales Institute of Technology Conference on Interpersonal and Mass Communication in 1976 and the interest of ANZAAS in communication from the same year may, in a sense, be regarded as

forerunners to the subsequent development of the Australian Communication Association. The 1976 conference and early meetings of Section 33 of ANZAAS established that serious interest in the field existed and that those already involved had a need for an association through which they could share ideas and which would support further growth of the field. The initiative for the establishment of an association was taken at the International Convention on Communication Competence convened by Bill Crocker at the University of New England in Armidale, New South Wales, in 1979. At that conference, Bill Crocker from the Armidale College of Advanced Education and Rod Miller from the Queensland Institute of Technology, convened the first meeting of the Australian Communication Association. [3] Bill Crocker became Foundation President.

From an initial membership of fewer than 30, the Australian Communication Association (ACA) has prospered. Membership is largely comprised of academics teaching and researching in the area and currently approaches 200. While this number may seem small to ICA members, it needs to be remembered that Australia's total population is 15 million. On a proportional basis according to total population, an Australian membership of 200 is equivalent to a United States association having a membership in excess of 3000. In terms of penetration ACA does for Australians what ICA and SCA do for their United States counterparts in communication.

The Australian Communication Association is active in a number of ways. Following its first conference in Adelaide in 1980, ACA conducted major conferences in Sydney in 1981 and 1983, but has now determined that interest and demand are such as to warrant annual conferences. State chapters conduct local seminars and meetings. ACA has also been active in promoting research through publication. Members of ACA are well served with publications. They receive the Australian Journal of Communication, the Australian Journal of Cultural Studies, and Australian Communication Review. ACA is totally independent from, but loosely affiliated with, the Communication Association of the Pacific (CAP) and many members avail themselves of the benefits of CAP membership and, through it, knowledge of communication activity in the broader Pacific region.

In addition to the academically oriented Australian Communication Association and Section 33 : Communication of ANZAAS, there are a number of professional associations which cater for the needs of those working in the applied communication area. These associations include the Australian Journalists' Association (AJA), [4] Journalism Education Association, [5] the Australian Institute for Training and Development (A.I.T.D.), [6] the Public Relations Institute of Australia (P.R.I.A.), [7] the Public Relations Educators' Association, [8] and the Society of Business Communicators [9] (affiliated with the International Association of Business Communicators - IABC).

(iv) Academic and professional journals

The development of communication studies in Australian higher education has supported, and has been supported by, a number of academic and professional journals, the contents of which signal the directions being taken by communication theory and research in Australia.

The longest established and most comprehensive in terms of the sub-fields of communication studies with which it has been concerned is the Australian Journal of Communication. [10] That journal was first published in 1976 as Australian SCAN: Journal of Human Communication and continued with that title until its name change in 1982. Rod Miller of the Queensland Institute of Technology established this journal and has edited it since its inception. The Australian Journal of Communication is published by the Communication Institute of the Queensland Institute of Technology for the Australian Communication Association. The editor, associate editor and members of the editorial advisory board represent a cross-section of interests in Australian communication research and teaching. The journal publishes articles in the fields of "public communication, mass communication and media studies, interpersonal and small group interaction, organizational communication, creative or educational film, and television, and intercultural communication" and welcomes studies "from an historical, linguistic, semiotic, political, stylistic, rhetorical, sociological, psychological or other perspective" (editorial statement, AJC, 3, January-June, 1983).

The year 1976 was a significant one in the development of Australian communication studies. It was the year of the New South Wales Institute of Technology Conference of Interpersonal and Mass Communication, the year of initial ANZAAS interest in communication, and the year in which the Australian Journal of Communication (then named Australian SCAN: Journal of Human Communication) was first published. The year 1976 also saw the first issue of Media Information Australia, [11] a journal and information exchange which has focussed on mass communication. Media Information Australia is published by the Australian Film and Television School. From its inception, its academic editor has been Henry Mayer of Sydney University. The specialist journal, Australian Journal of Screen Theory [12] also made its first appearance in 1976.

Australian Journalism Review [13] is published by the Journalism Education Association centred at the University of Queensland. Published since 1978, Australian Journalism Review was expanded and upgraded from 1983. The journal publishes articles on various aspects of mass media and journalism education. Its editorial advisory board is a distinguished but mixed group of Australian journalists, executives and media scholars.

Reflecting increased interest in Australia in cultural studies and communication, the new Australian Journal of Cultural Studies [14] appeared in 1983 and was immediately adopted as a second journal of the Australian Communication Association. The Australian Journal of Cultural Studies "encourages articles dealing with the theory and practice of culture, the reception and creation of texts, and the particular ways in which the Australian culture endows its members with a cultural identity, Australian ideologies and myths" and has an "editorial leaning towards articles with a linguistic, semiotic, or structuralist base" (editorial statement in 1, 1, 1983). The journal is published at the Western Australian Institute of Technology and has an Australian and international editorial board.

The Australian Communication Review [15] has been published since 1981 for members of the Australian Communication Association. Originally

a newsletter, Australian Communication Review has retained that function to disseminate Association and general news but now also publishes articles whichlie outside the scope of ACA's two adopted journals, the Australian Journal of Communication and the Australian Journal of Cultural Studies. Articles of this type cover such matters as research in progress, conference reports from Australia and overseas, and reports of course developments.

In addition to the academically oriented journals which have been established in Australia, a number of professional journals in communication-related fields have appeared. These include the Telecommunication Journal of Australia [16] published by the Telecommunication Society of Australia; Training and Development in Australia [17], published by the Australian Institute for Training and Development and In-House [18], published by the Society of Business Communicators. A number of other minor and irregular journals, serials and newsletters circulate: information about these is available in an article by Kerrisk (1983) on Australian serials and media information

(v) Research, special projects, and other initiatives

Given that the field of communication studies is a recent phenomenon in Australia, and given the relatively small numbers of communication programs and researchers in the field, Australia has been the source of a surprising number of books in the field. All have appeared in the past decade. The majority are in the area of mass media. Published work in monograph form related to mass media has ranged across topics as varied as the introduction and impact of television, media ownership and control, screen violence, media and business, politics and the media, children and television, learning and visual communication, and telecommunications. Monograph titles provide a more comprehensive guide to the ground covered: they include The Mass Media (Temple, 1975), Children in Front of the Small Screen (Noble, 1975), Supertoy: 20 Years of Australian Television (Hall, 1976), Australia's Media Monopolies (McQueen, 1977), Reflections of Reality (Barr, 1977), Children and Screen Violence (Edgar, 1977), The Politics of the Press (Edgar, 1979), Small Screen, Big Business

(Murray and Kippax, 1979), The Impact of Modern Telecommunications Technology in Australia (Duke, 1979), The News in Focus (Edgar, 1980), Learning and Visual Communication (Sless, 1981), Company of Heralds (Souter, 1981), Fixing the News (Windshuttle and Windshuttle, 1981), Australian TV: The First 25 Years (Beilby, 1981), Programmed Politics: A Study of Australian Television (Bell, Boehringer and Crofts), Australia's Commercial Media (Bonney and Wilson, 1983), This is the ABC (Inglis, 1983), Real Men Like Violence (Lewis, 1983), The Mass Media in Australia (Western and Hughes, 1983), The Phone Book: The Future of Australia's Communications on the Line (Reinecke and Schultz, 1983), The Media: Questions and Answers (Mayer, Garde and Gibbons, 1983), and The Media: A New Analysis of the Press, Television and Advertising in Australia (Windshuttle, 1984). As well as these books there have been numerous media-related books and media reports published. The best guide to these is Henry Mayer's "Books" section in issues of Media Information Australia.

Two specialized books in the area of media law have appeared: Broadcasting Law and Policy in Australia (Armstrong, 1982) and Media Law in Australia (Armstrong, Blakeney and Watterson, 1983). Four further books, in the area of media use and application, have been published: Public Relations Practice in Australia (Potts, 1976), How to Use the Media in Australia (Mathews, 1981), Persuade Me! (Chipper, 1981), and Media Ownership in Australia (Brown, 1983).

The next most numerous group of monographs, but a group much smaller than that devoted to treatments of the mass media generally, have been concerned with the cinema. They reflect growing interest in the achievements of Australian cinema and in the analysis of process and product in cinematic production. Again, an array of titles reveals the particular interests that have won attention: The New Australian Cinema (Murray, 1980), The Last New Wave: The Australian Film Revival (Stratton, 1980), Legends on the Screen: The Narrative Film in Australia 1919-1928 (Tulloch, 1981), Australian Cinema: Industry, Narrative and Meaning (Tulloch, 1982), and The Screening of Australia: Feature Film Production Since 1970 (Dermody and Jacka, 1984 in press).

The remainder of books published on communication in Australia are more difficult to group. They range across a variety of interests but present only selective coverage of those interest areas. Introduction to Communication Studies (Fiske, 1982) is the only general introductory work among them. The loose boundary between communication and parts of the field of linguistics is represented by Language and Ideology (Kress and Hodge, 1979) and Language and Control (Kress, Rowler, Trew and Hodge, 1979). The remaining monographs are, then, In Search of Semiotics (Sless, 1984 in press) and the handful that have appeared in the interpersonal and organizational communication areas. This latter group includes Communication Processes and Relationships (Penman, 1980), Australian Business Communication (Wrigley and McLean, 1981), Writing and Communicating in Business (Hooper and Janis, 1981) and Organisations in the Communication Age (More and Laird, 1984 in press).

It is useful to reflect upon Australia's output of communication books in the past decade. It is just as illuminating to focus upon which communication fields have failed to attract book-length attention or have been only sparsely covered as it is to survey the list of published titles. Given the emphasis on business-oriented communication in many Australian teaching programs, it is clear that the interpersonal and organizational communication areas are under-represented and this probably reflects an over reliance on books from the United States. The area of small group communication has been ignored. No Australian book on communication theory has appeared. Intercultural and multicultural communication has not received attention. And the developing applied communication areas of journalism, communication technology, public relations, and training and development have been paid scant attention.

It must be noted, however, that published book-length work does not necessarily convey a balanced picture of research activity in the communication field in Australia. In addition to the monographs cited, conference reports and proceedings are a source of information on trends and interests in Australian communication research. Among those useful in this respect are reports and proceedings of conferences of the Australian Communication Association (Crocker, 1980; Smith, 1983; Bonney, Kress, and Bulbeck, 1984), of

ANZAAS Section 33: Communication (Davies, 1977, 1979; ANZAAS, 1980, 1983), and of a number of other conferences on communication and communication-related topics (e.g. Major, 1976; Keulemans and Stutchly, 1980; O'Dwyer, 1980; CILECT, 1983).

An additional source of information on research targets in Australia is provided by a series of state-of-the-art surveys published in the Australian Journal of Communication. These surveys have either concentrated exclusively on Australian research or include reference to Australian work against a wider background. Particular areas covered by these state-of-the-art surveys have been semiotics (Sless, 1981), linguistics (Kress, 1981), interpersonal communication (Irwin and MacDoniels, 1981; Irwin, 1983b), communication competence (Irwin, 1981c, Penman, 1981), communication networks (Galloway, 1981), organizational communication (Dixon, 1981), mass media (Mayer, 1981 and 1983, Gadir, 1983), and communication load (McKinnon, 1983). These surveys cover the main areas of communication research in Australia. Further, recent theoretical essays by Hodge (1983), Bonney (1983) and Irwin (1984a) discuss, respectively, the potential of a cultural base for communication studies, the conflict of the two major approaches to communication studies current in Australia, and the concern about territoriality in communication theory along with the need for boundary spanning efforts to overcome territoriality and compartimentalization. These three issues are central ones in Australian concern with communication theory.

This review of research activity would not be complete without mention of several special projects. Murdoch University and the Western Australian Institute of Technology have recently completed a joint project. Termed the "Active Eye" project, its focus has been in the area of children and television. At Kuring-gai College of Advanced Education in New South Wales, two special projects are in progress. The Applied Communication Course Development Project [19], established in 1982, gathers course design data from European and North American sources to inform curriculum development in Australia and is investigating the possible role and form of internships and the practicum in applied communication courses. The Australian Communication Resources Project [20],

established in 1983, is developing a computerized data base of print and non-print resources (e.g. published work, unpublished papers, conference papers, theses, and audio-visual resources) that have originated from Australian sources or which originate elsewhere but relate to Australia. When the data base is on-line it will constantly be updated to remain a valuable continuing source of information about communication studies in Australia.

The establishment of "centres of excellence" is another initiative that deserves mention in this review of activity in the area of communication studies in Australia. As an encouragement to focussed research, and to facilitate the provision of full and "extension" courses or shortcourses and consulting activities a number of universities and colleges have established communication centres. These include the Centre for the Study of Educational Communication and Media at La Trobe University in Victoria, the Communication Institute at the Queensland Institute of Technology, the Centre for Culture, Media and Education recently established in Western Australia, the Centre for Communication Studies at Canberra College of Advanced Education in the Australian Capital Territory, and the Centre for Communication Research at the Warrnambool Institute of Advanced Education in Victoria. Centres established for other purposes also operate to encourage communication research and extension activity. For example, the Centre for Management Studies at Kuring-gai College of Advanced Education in New South Wales offers a wide range of shortcourses in applied communication in the areas of people skills and effective people management, managerial communication, organizational communication, persuasion, training and development and public relations

PROSPECTS

Preceeding sections of this paper have outlined the particular problems which have confronted the development of communication studies in Australian higher education in the period 1970 to the present and have presented evidence to justify the claim that those problems have been constructively addressed in ways that have brought about considerable achievement. The achievements catalogued are especially notable given the relatively short period of time in which they have occurred.

Given its initial boost from the expansion of higher education in Australia in the early and mid 1970's, communication studies has now firmly established a place for itself in many Australian universities and colleges. A number of full undergraduate programs are in operation while service courses from single units through to full major status have been developed in numerous vocational programs training for a wide variety of positions in fields such as business, teaching, librarianship, agriculture, health sciences, social welfare and recreation. At the graduate level, programs leading to graduate diplomas and Masters degrees are operating and advanced research programs to doctoral level are now available. Staff teaching in the field are now considerably better qualified for their task than they were when communication studies was adopted into Australian higher education with this advance being the result of informal and formal staff development programs. As a result of systemic and institutional support for the development of communication studies in Australia, the last decade has witnessed the development of academic and professional associations which have been supported by relevant journals publishing reports of the increasing research activity accompanying other developments. A considerable amount of research has been reported at book length. Other healthy signs for the field have been the initiation of special research projects and the establishment of a number of "centres" to focus attention upon communication research and teaching.

Nevertheless, communication studies in Australia is still in its infancy and its achievements must be kept in perspective. An objective overview of Australian higher education reveals that communication studies still represents a very small area of concern in the total picture and that only a very small proportion of total resources are allocated to its development.

What then are the longer-term prospects for communication studies in Australia? While the answer to this question is not clear, it is possible to suggest factors which are likely to influence the future growth of the field in Australia and to make some predictions about the form and direction of likely growth. It is

reasonable to assume that communication studies is now firmly established, if on a relatively small scale, and will continue to win a share of the resources available in higher education. The field has overcome initial threats to its establishment in Australia, and is proving popular with both students and employers who see its relevance in an age where the media, high-tech information technology, and personal and organizational relationships are as important as they are and will continue to be. The security given to the field by student and employer interest is reflected in increased institutional support even in times of economic difficulty and funding constraint.

In this respect, it is worth noting an additional benefit that accrues to communication studies because of its multi-disciplinary origins. At times of system level and institutional restructuring, communication studies has appeal beyond that given to it by its own growing strength as a field of study and by student interest and employer need because its development from multi-disciplinary origins into its present form as a cross-disciplinary study allows it to absorb selected "surplus" tenured staff on institutional payrolls from areas where demand has declined. Few, if any, other subject fields offer this attraction to system level and institutional administrators. There is nothing educationally unsound about this form of resource reallocation provided it is accompanied, where necessary, by staff development programs and provided staff move into the area as a result of recognising its attraction rather than being coerced. Development of the field as a result of institutional restructuring contributes to institutional renewal which is difficult to achieve in other ways in times of steady-state or declining funding. At the same time it has the power to offer "individual renewal": many of the staff who come to the field in mid-career are excited by the new field and increase their own personal and institutional commitment. That growth in the area of communication studies can be achieved by building upon existing individual, institutional, and system level strengths is a fact likely to enhance prospects for the field in Australia. This is especially so given the legitimate foundations provided for that growth by the achievements since 1970 outlined earlier in this paper.

Given the present economic climate in Australia, a climate in which higher education resources are scarce and in which increasing emphasis is being placed on vocational education especially in the advanced education sector which was established for this purpose, it seems likely that future institutional commitment will be in vocational or applied areas of communication. Programs centred on critical studies, for example of the mass media, are likely to remain in universities while the colleges and institutes are likely to reinforce and expand their vocational and applied communication studies areas. In this respect, it is likely that communication studies will make an increasing contribution to management programs and will develop further than it has done to date in provision of programs in journalism, public relations, staff training and development, and multicultural communication. What is being suggested as likely to occur is interest in what might be termed "occupational communication" based on knowledge about relationship communication and communication within and between organizations and knowledge of the media and high-tech information and communications technology. There is also likely to be increased use of communication studies as the foundation of new programs in liberal studies, humanities and social sciences, and applied humanities and social sciences. Such programs offer an alternative to traditional university arts programs and are likely to be considered in the rapid development of small colleges of advanced education which serve high population concentrations in the western suburbs of Sydney and Melbourne. These small colleges are guaranteed expansion under new "participation and equity" programs funded by the Australian government.

The possible developments outlined above are likely to be supplemented by increased provision, along lines already established, of "service" courses and "service majors" to students of "people profession" programs in such areas as business, teaching, librarianship, and nursing. Developments of the types suggested are likely to occur at the undergraduate and graduate levels. They will need to be supported by further educational opportunities to doctoral level --for academics and practitioners who have the need for advanced training.

The academic infrastructure to support all of these forms of possible development has been established and is operating effectively. The academic and professional associations have encouraged conference presentation and publication of research. The academic and professional journals necessary to support the potential for further development outlined above have been established and have shown themselves to be viable. Those involved in the field are committed to it, and excited by it, and have the personal and corporate energy to carry it forward.

This paper began with reference to Crocker's (1970) survey of the field. Much has happened in Australian communication studies since 1970, but it is as true now as it was then to say that the field continues to grow in strength and prestige. And it remains true, despite the achievements which have occurred, that the future of communication studies in Australia is a matter for fascinating speculation.

ENDNOTES

1. ANZAAS - Central Office, Box 873, G.P.O., Sydney, 2001, Australia.

2. ANZAAS Conference Proceedings for 1977, 1978, 1980, and 1982 are available from Trans Knowledge Associates Pty.Ltd., 150 Queen Street, Melbourne, 3000, Australia. Presented papers filed with ANZAAS (about 40% of those presented) are held on microfilm at the Technical Services Library, University of New South Wales, P.O., Box 1, Kensington, Sydney, 2033, Australia.

3. Australian Communication Association (ACA), Secretary, School of Humanities and Social Sciences, New South Wales Institute of Technology, Broadway, Sydney, 2001, Australia.

4. Australian Journalists' Association (AJA), 291 George Street, Sydney, 2000, Australia.

5. Journalism Education Association (JEA), C/- University of Queensland, St. Lucia, Brisbane, 4067, Australia.

6. Australian Institute for Training and Development (AITD), 155 Drummond Street, Carlton, Melbourne, 3053, Australia.

7. Public Relations Institute of Australia (PRIA), P.O., Box 158, Unley, Adelaide, 5061, Australia.

8. Public Relations Educators' Association, C/- Barry Oosthuizen, Hung Oosthuizen and Associates, 582 St. Kilda Road, Melbourne, 3004, Australia.

9. Society of Business Communicators, G.P.O., Box 2385, Sydney, 2001, Australia.

10. Australian Journal of Communication (formerly Australian Scan: Journal of Human Communication), published twice yearly by Communication Institute, Queensland Institute of Technology, G.P.O., Box 2434, Brisbane, 4001, Australia (Editor: Rod Miller).

11. Media Information Australia, published quarterly by the Australian Film and Television School, available from MIA, P.O., Box 305, North Ryde, 2113, Sydney, Australia (Academic Editor: Henry Mayer).

12. Australian Journal of Screen Theory, published twice yearly, available from School of Drama, University of New South Wales, P.O., Box 1, Kensington, 2033, Sydney, Australia.

13. Australian Journalism Review, published twice yearly by the Journalism Education Association, available from University of Queensland, St. Lucia, Brisbane, 4067, Australia (Editor: John Henningham).

14. Australian Journal of Cultural Studies, published twice yearly by School of English, W.A.I.T., available from Western Australian Institute of Technology, Bentley, 6102, Perth, Australia.

15. Australian Communication Review, published quarterly by the Australian Communication Association, available from School of Humanities and Social Sciences, New South Wales Institute of Technology, Broadway, 2001, Sydney, Australia (Editor: Chris Nash).

16. Telecommunication Journal of Australia, published three times per year by the Telecommunication Society of Australia, available from Box 4050, G.P.O., Melbourne, 3001, Australia.

17. Training and Development in Australia, published quarterly by Australian Institute for Training and Development (AITD), available from 155 Drummond Street, Carlton, Melbourne, 3053, Australia.

18. In House, published by the Society of Business Communicators, available from G.P.O. Box 2385, Sydney, 2001, Australia.

19. Applied Communication Course Development Project, Department of Communication Studies, Kuring-gai College of Advanced Education, P.O. Box 222, Lindfield, 2070, Australia (Project Director: Harry Irwin).

20. Australian Communication Resources Project, Department of Communication Studies, Kuring-gai College of Advanced Education, P.O., Box 222, Lindfield, 2070, Sydney, Australia (Project Director: Bill Ticehurst).

APPENDIX A

SUMMARY OF AWARDS IN COMMUNICATION STUDIES OFFERED BY

AUSTRALIAN UNIVERSITIES AND ADVANCED EDUCATION INSTITUTIONS

Source: Compiled from data included in Australian Department of Education and Youth Affairs (1983) Directory of Higher Education Courses 1984; and Commonwealth of Australia (1983) Australian Council on Awards in Advanced Education Yearbook for 1981-82.

INSTITUTION	AWARD(S)	INSTITUIONAL ADDRESS
Australian Film & Television School	Graduate Diploma in Media	P.O., Box 126, North Ryde, Sydney, N.S.W., 2113
Brisbane College of Advanced Education	Associate Diploma in the Arts (Film and T.V.)	Kelvin Grove, Brisbane, Queensland, 4059
Canberra College of Advanced Education	B.A.(Comm.); Graduate Diploma in Media; B.A. (Professional Writing)	P.O., Box 1, Belconnen, Canberra, A.C.T. 2616
Capricornia Institute of Advanced Education	Major in Media in B.A.	Rockhampton, Queensland, 4700
Chisholm Institute of Technology	Major in B.A.; Graduate Diploma in Communication and Information Studies	P.O., Box 197, Caulfield, East Melbourne, Victoria, 3145
Darling Downs Institute of Advanced Education	B.A. (Communication); B.A. (Journalism)	Toowoomba, Queensland, 4350
Deakin University	Major in Media in B.A.	Waurn Ponds, Victoria, 3217
Griffith University	Majors in Film and T.V. in B.A.	Nathan, Brisbane, Queensland, 4111
Hawkesbury Agricultural College	Graduate Diploma in Social Communication	Richmond, N.S.W., 2753
Kuring-gai College of Advanced Education	Major in Bachelor of Business; Graduate Diploma in Communication Management	P.O., Box 222, Lindfield Sydney, N.S.W. 2070
Macquarie University	Major in B.A.; M.A. Mass Communication	North Ryde, Sydney, N.S.W., 2113

INSTITUTION	AWARD(S)	INSTITUTIONAL ADDRESS
Mitchell College of Advanced Education	B.A. (Communication)	Bathurst, N.S.W. 2795
Murdoch University	Major in B.A. to honours level	Murdoch, Perth, W.A. 6150
New South Wales Institute of Technology	B.A. (Communication); M.A.; Graduate Diploma in Communication	Broadway, Sydney, N.S.W. 2007
Queensland Institute of Technology	Bachelor of Business (Communication)	G.P.O., Box 2434, Brisbane, Queensland, 4001
Riverina College of Advanced Education	Graduate Diploma in Inter-cultural Communication; Graduate Diploma in Mass Media; Associate Diploma in Creative Arts (Media)	Wagga Wagga, N.S.W. 2650
Royal Melbourne Institute of Technology	B.A. (Media Studies); Associate Diploma in Journalism; B.A. (Journalism); B.A. (Public Relations)	G.P.O., Box 2476U, Melbourne, Victoria, 3001
South Australian College of Advanced Education	B.A. (Communication); B.A. (Journalism); Associate Diploma in Journalism	Underdale, Adelaide, S.A., 5032
Swinburne Institute of Technology	Media Studies Major in B.A.	P.O., Box 218, Hawthorn, Melbourne, Victoria, 3122
Sydney College of Advanced Education	Graduate Diploma in Education Studies (Mass Media Education)	P.O., Box 129, Newtown, Sydney, N.S.W., 2042
Tasmanian College of Advanced Education	Diploma of Teaching (Communication Studies)	Launceston, Tasmania, 7250
University of New South Wales	Graduate Diploma in Communication	P.O., Box 1, Kensington, Sydney, N.S.W., 2033
University of Queensland	Journalism and Media Studies Majors in B.A.	St. Lucia, Brisbane, Queensland, 4067
University of Sydney	Major in B.A. (Government and Media)	Sydney, N.S.W, 2006

INSTITUTION	AWARD(S)	INSTITUTIONAL ADDRESS
Victoria College	Professional Writing and Journalism Majors in B.A.; Graduate Diploma in Media Studies; Associate Diploma in Media Production	Burwood, Melbourne, Victoria, 3125
Warrnambool Institute of Advanced Education	Communication Studies Major in B.A. (Social Science)	P.O. Box 423, Warrnambool, Victoria, 3280
Western Australian Institute of Technology	Professional Writing/Journalism in B.A. (English); Graduate Diploma (Eng.); M.A. (English)	Bentley, Perth, W.A. 6102

NOTES

(1) Courses listed are for awards in communication or for communication majors in other awards. "Service" courses are not included.

(2) Courses in communication disorders, educational technology, speech and drama, and communication in education are outside the scope of this paper and are not included.

(3) Ph.D. programs are not included. Australian doctoral programs are by research and thesis and are offered in communication through schools such as English and Linguistics, Government, General Studies, Education, and Management where appropriate research supervision is available.

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